Chapter 6
Teacher Education in India

The progress of a society depends on the education the people get and the quality of the education in turn depends on the quality of the teachers. V. S. Mathur in his book, On Teacher Education: Current Thoughts, says,

The strength of an educational system must largely depend upon the quality of its teachers. However enlightened the aims, however Uptodate and ftonerous the equipment, however efficient the administration, the evaluation of the children is determined by the teachers. There is, therefore, no more important matter than that of securing a sufficient supply of the right kind of people to the profession, providing them with the least possible training and ensuring them the status and esteem commensurate with the importance and responsibility of their work.* • (8)

There are two traditional ideas about the preparation of a teacher. One is that he should be educated but need not be trained. The other is that he should be trained but need not be educated. That
It is acknowledged that in all countries and communities teaching has existed in some way or the other. Much before any need for a special group of people as teachers was felt, teachers existed in varied forms and for varied purposes: parents and elders taught youngsters in the art of living and doing things inside the home. The tribal heads and the craftsmen undertook and controlled the imparting of special skill to individuals at the community level. In such circumstances the teacher and the learner entered into a joint venture with utmost eagerness and willingness. The technique of the teacher which was based on his acquired experience in the practice of his particular skill, was gradually transmitted to the learner, who could be declared qualified only by that teacher.

In India, looking back at the ancient past, the teachers' role combined both the aspect of worldly welfare and the spiritual gain of the learner. Hence, the teacher, called the guru, was held in high esteem and teaching as a profession, was universally revered. In such circumstances, the teacher was expected to be the master of a specific branch or some branches of studies and also to have a high moral character.
The monitorial system deriving from the days of the Jatakas, was in vogue in India in the fourteenth and fifteenth centuries. The monitor or teacher was expected to be well-versed in the Scriptures and theology and skilful in the art of exposition, to possess an integrated personality and to be able to command respect all round.

Till the first decade of the nineteenth century, hardly any formal teacher training programme was in use in India excepting some traces of it in the monitorial system.

In the late eighteenth century foreign missionaries started a few teacher training Institutes chiefly for primary grade teachers. The first school worthy of mention was one set up at Serampore (Bengal) where mostly teachers for the first stage of education received teacher training in the vernacular.

Sir Thomas Munroe, the Governor of the Madras Presidency, held that no progress could be made by any province "without a body of better instructed teachers than we have at present" (qtd. in R.C. Srlvastava and K. Bose, Theory and Practice of Teacher Education in India 9). The practice of training primary teachers started in this country, as it had done in England, from
The important features of teacher training during this period were:

1. that the training of a class of teachers would provide for the eventual extension of improved education to the natives;

2. that a selected group of youth should acquire specialisation in teaching;

3. that the would-be teacher-recruits should be granted a stipend out of which a small payment would be made to the masters for extra tuition to the trainees outside the school hours;

4. that the selection and appointment of trained teachers might be done by a committee of learned Indians;

5. that the training consist mainly of working through content, turning out teachers with enough experience of practice teaching;

6. that this programme should be implemented in Government Colleges and Schools and in all institutions brought under Government inspection through grants-in-aid (Srivastava and Bose 10).

Teacher education, which started with the training of primary school teachers, soon gained momentum and underwent significant development. A few Training
Colleges for Secondary School Teachers and a large number of Training Institutes for primary and middle school teachers came up.

It was at this time the inclusion of studies like principles of teaching was talked about and felt needed for teacher preparation. As a result, teaching practice for the teacher trainees became important. It became necessary to hold a teacher's certificate to be made permanent in the teacher's job in a school. Teacher education syllabus, accordingly, was expected to take into consideration concepts like the following:

(i) a teacher education programme needed to be broad-based so as to include rudiments of psychology, principles of class-management and trends in educational system in the country and

(ii) a teacher was a better teacher only after he had practised skill in teaching.

The close of the nineteenth century saw numerous experiments in the form of diverse curricular changes all over the country. Grade-wise classification in teacher preparation programme gave preference to teachers who had gone through professional pedagogical courses of studies.

In later years, a renewed effort was made all over
the country to professional teacher training. The professional pedagogical course received encouragement in the form of a university degree in teaching. In spite of such measures, there was a dearth of trained teachers at every grade. Though, by 1934, thirteen out of eighteen universities had set up Faculties of Education, a gap was noticed between the trained teachers and the relevance of their training.

The Secondary Education Commission (1952-53) stressed the importance to be attached to teaching practice in schools. The Commission reiterated the utility of having a 'model' school attached to every training institution for practical training. For the first time, training in methods of teaching at least two school subjects was required. The Commission was fully alive to the fact that development of practical ability in a training programme depended on two basic components:

(i) the teaching comprising lesson planning, preparation, delivery, encouragement to students for participation—in short, mastery of subject and skill in teaching it besides observation, demonstration, and criticism of lesson;

(ii) the sessional practical work including activities that support, strengthen and enrich teaching such as
construction and administration of scholastic tests, organisation of supervised study and students' societies, conducting library periods and maintenance of cumulative records (Srivastava and Bose 23–24).

In the course of a century, several Commissions and Committees have, after deliberations, presented numerous recommendations for the improvement of secondary education in the country.

These recommendations relate to quantitative expansion and qualitative improvement. For the better administration and governance of the teacher training programme and also for sure standard of quality of education, the Study Group on Education of Secondary Teachers in India, which met at Baroda in March 1964, recommended the establishment of State Councils for Teacher Education in the States and a National Council for Teacher Education at the Centre.

Apart from the regular training colleges, a number of universities have introduced correspondence course. In these courses, the theory part is expected to be covered through intensive self-study, reading of lessons and answering questions through correspondence. Since most of the trainees are teachers already in service, regular class teaching in two subject areas is
thoroughly checked and supervised and suggestions for improvement are given.

There was a time when emphasis was on imparting skills and information to children through a series of lessons. Very little importance was attached to the fact that the success of a teacher depended less on his knowledge of set methods than on what he was himself, the quality and content of his mind, his interests, habits, imaginativeness and sympathies, the general balance and poise of his character and most of all his knowledge of children and their environment. Most of the training institutions functioned in academic isolation and had no vital link with the elementary schools in the field. The syllabi were often outdated and the methods of training rather obsolete and the training programme as a whole not as effective as it should have been. This was the general feeling.

Though there have been periodic revisions of the syllabus, the fact that our rural and urban milieu are so distinctly different from each other has not been taken into consideration. Our training colleges are aware of this big gap but proper orientation to the need of the environment appears to be absent in the programme of the teacher education centres. Teachers
who have had their training in the urban centres, find themselves semi-misfits when they are posted in rural schools.

With the introduction of the new pattern of school education (10+2) more significant changes in the teacher education course became necessary. In 1975, the NCERT proposed a new Secondary Teacher Education curriculum in view of the 10+2 pattern. The significant aspect of the new curriculum was the 'Minimum Essential Practical Work' which fell into two sections: i) classroom teaching, and ii) other work, comprising: a) Social Community Work, b) Practical Work connected with theory papers and c) Development of Social Attitudes and Personality Traits. The National Council of Teacher Education emphasised three broad areas, namely:

a) Pedagogical theory (weightage 20%)
b) Working with the community (weightage 20%)
c) Content-cum-Methodology and Practice Teaching, including related Practical Work (weightage 60%)

The area (a) was supposed to comprise Education in Indian Sociological Perspective, Functional Use of Features of Educational Psychology and some special courses related to the needs and conditions of the area or region where the teacher preparation task is to be undertaken.
Area (b) was a novel and at the same time useful venture. It suggested a few activities that could be localised in rural areas.

Area (c) specified the methods that were to be used in classroom situation (Srivastava and Bose 85-86).

The restructured teacher education programme brought in a functional and realistic approach. The emphasis now is on striking a compromise between a more practical and service-oriented course and a theoretically heavy one for the future teachers. The art of teaching started with teaching itself: long before the theory papers were thought about and any general preparedness was established, a teacher began doing his work by beginning to teach. For the development of his competence in teaching, his practical experience gave him a kind of feedback every now and then. He learnt to modify his method or technique whenever it did not work. Doubtless then, practice in teaching should be the central constituent in the teacher education programme.

In India the role of a teacher has long been to transmit a corpus of information to the class. This ends in the realisation of an immediate goal—which is enabling pupils to pass the examination. This is an
extremely limited. The existing training programme offers a kind of practice teaching experience which prepares only a fractional teacher, a teacher who is a classroom technician dispensing information. He takes upon himself the task of initiating and completing all teaching/learning activities and soon acquires an attitude of complacency in this one-way communication. Innovations are hardly seen; challenges are seldom provided; a docile set of pupils are turned out with conformity to controlled situations set as an ideal goal.

That a teacher trainee is required to complete a specified number of hours of teaching is undeniably accepted in all teacher preparation programmes. In addition to several hours of classroom teaching, he has to undertake some practical work, the impact of which is assumed to help make him a better and more skilled teacher. So, within classroom and outside classroom, experiences should be so arranged that they aim at identifying and developing the pedagogical abilities. Pedagogical abilities are a set of properties which an individual must possess in order to show good results in teaching. These abilities have been enumerated as power of observation, imagination, tactfulness, a high
sense of duty applicable to himself and others, organising ability and distributive attention. There is no conclusive proof that the formation of these abilities is the direct result of the subjects the teacher trainee has studied.

Teaching abilities are formed during school practice. The trainee is responsible for teaching his special subjects and for introducing new material in accordance with the syllabus. He acts as an assistant to the regular teacher in the practice teaching school and he looks up to the latter for inspiration and assurance. The senior colleague in the practice teaching school helps him to solve concrete pedagogical problems and he understands the application of what he has learnt in the training college. During school practice, the trainee arrives at some independent conclusions which are likely to form his pedagogic perspective.

Practice teaching is a compulsory item of all teacher programmes and it comes usually at that phase in the sequence of the professional preparation of teachers where an attempt is made to bring theory and practice together. It aims at placing the trainees in a position wherein they learn to use their theoretical knowledge effectively and confidently for communicating
the contents of their subject in classroom situation as well as in extra and co-curricular activities in and outside classroom situations. As such it is during this period that teacher trainees are expected to actively engage in extensive direct experience in a school under the guidance of the staff of the teachers' college and of the co-operating school to learn the dimensions of the profession of teaching and acquire the competence required for entering the teaching profession. Practice teaching also provides the best situation for assessing mastery of the knowledge and skills required of an effective teacher. It has, therefore, been rightly designated as the 'key phase' of the total teacher education programme which prepares the teacher trainee for his multifarious duties and responsibilities as a teacher.

As E.A. Pires, in his report on 'Student Teaching Practices in Primary Teachers' Training Institutions in Asia, as quoted in Srlvatsava and Bose, classifies the objectives of teaching practice, whether at primary level or secondary level as:

1. objectives relating to the development in teacher trainees of the general ability to translate theory into practice, preferably in the area of teaching methodology;
2. objectives relating to the development of a fuller and better understanding by teacher trainees of the psychology of school children;

3. objectives relating to the development in teacher trainees of the necessary degree of self-confidence, initiative and resourcefulness to do a creative job of teaching;

4. objectives relating to the development in teacher trainees of as complete as possible an understanding of the varied roles that they will be called upon to play; and, 

5. objectives relating to the development in teacher trainees of a more realistic view of their tasks as teachers by familiarising them with the actual conditions and problems in the field (14).

Few are born teachers. There is seldom seen a trainee who is perfect in the art of teaching from the very beginning and who can realise the objectives of practice teaching on his own, without the aid and guidance of the experienced master craftsman of the teaching profession. During the course of his day-to-day practice in teaching, the trainee is gradually shaped through constant goading, criticism and suggestions by the staff of the college and the staff of the co-
operating school, who act as supervisors of practice teaching.

In most of the colleges of education in Tamil Nadu, the trainees are required to attach themselves to the chosen co-operating school for 21 days. The trainees are supposed to be in the respective schools from morning till evening. Apart from one to two hours of teaching hours allotted to them, they are expected to observe the classes taught by regular teachers of the school and record their observations. The trainees are also expected to voluntarily participate in any co-curricular activities the school organises and help in any way they can. Thus, theoretically an ideal opportunity is provided for the trainee to become a perfect teacher, realising all the objectives mentioned above. However, what practically happens in the training colleges and the co-operating schools is different. This was observed in interviews this researcher had with trainees, staff of education colleges and staff of co-operating schools.

In most of the training colleges in Tamil Nadu, the practice teaching takes place in the month of October-November. The trainees are required to stay in the co-operating school for 21 working days. Apart from teaching poetry, prose lessons and grammar based
on the teaching. items provided in the prose texts, they are expected to observe classes taught by the class teacher of the co-operating school and recoixi their observations. This gives them first-hand knowledge of teaching and of dealing with the students. At the end of their practice teaching, the teacher trainees give unit bests to their respective classes and evaluate the performance of the students. In a few colleges, on their return from practice teaching, the trainees are instructed to go through the papers of the students of their respective classes and analyse the errors made by the pupils. This error analysis gives the teacher trainees an opportunity to find common impediments to language learning and to modify their teaching methods accordingly. Unfortunately this kind of follow-up programme is implemented only in two teacher education colleges in Tamil Nadu. The rest of the colleges concentrate on preparing their trainees to face the semester examination, usually held in November. Thus, the practice teaching becomes a routine exercise till it is once more revived during their practical examination, when, once again the trainees are required to take classes in the presence of a panel of examiners who determine their fate as teachers.
During their teaching practice the teacher trainees are required to prepare lesson plans. Analysis of many of these lesson plans reveals the following shortcomingsi

1. though the lesson plans were prepared by the teacher trainees on the basis of the guidelines provided by their teachers, they are of little value in the classroom situation because most of the trainees do not follow the steps specified in the lesson plan;

2. most of the lesson plans prepared by the teacher trainees are out-moded in the sense that they have little to do with the Communicative Approach to language teaching and hence are not suitable to the communicative syllabus;

3. the lesson plans do not provide for individual tasks that are to be completed by the students, individually; and,

4. some of the evaluation techniques provided in the lesson plans are of little value as they test only the comprehension of the students and neglect the language skills.

A sample lesson plan, claimed to be one of the best among the 500 lesson plans analysed, is given below. This is a plan for teaching a unit of a prose lesson for Class XI. The lesson plan was prepared according
to the guidelines provided in the course.

Name of the teacher  Subject: English  Date*
School  a Jungle
               Plane Crash

Instructional Objectives:
The pupil
1) understands the simple spoken and written English
2) develops four language skills
3) improves vocabulary
4) learns good pronunciation and intonation
5) understands that airbus is the quickest means of transport
6) knows that it is also risky
7) knows the possible reasons for an air-crash
8) understands about the horror of an air-crash
9) understands the feelings of Juliane when she was caught in the air-crash
10) knows how to avert or minimise accidents

Previous Knowledge:
1) knows the reason for an air-crash
2) knows the horror of an air-crash
3) have an idea of the precautions to be taken before the take off
4) knows about the after effects of an air-crash
### Concepts to be developed:

The pupil

1) understands the horror of an air-crash

2) understands the strong will power and determination of Juliane to live in spite of all her hardships

3) learns the phrases terrifyingly near, upside down, quite normal, climb over.

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<thead>
<tr>
<th>Content</th>
<th>Specifications</th>
<th>Learning Activities</th>
<th>Evaluation</th>
</tr>
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<tbody>
<tr>
<td>I have always enjoyed flying</td>
<td>The pupil answers motivation questions:</td>
<td>The teacher Begins the lesson by asking motivation questions,</td>
<td></td>
</tr>
<tr>
<td>Then I lost consciousness.</td>
<td>Narrates a similar air-crash. Recollects the incident and presents it in the class. Describes the procedures before the take-off of the plane.</td>
<td>1. Have you boarded in an air-bus? 2. Have you witnessed any air-crash? 3. Have you seen any air-crash telecast in the T.Y.? 4. Do you know the procedures before the plane takes off? 5. Do you think there will be any chance for the passengers to escape in an air-crash?</td>
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</tr>
<tr>
<td>Content</td>
<td>Specifications (Learning outcomes)</td>
<td>Learning Activities (Experiences)</td>
<td>Evaluation (Test items)</td>
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The teacher introduces the lesson to the students by telling the gist.

Says that sometimes some people can escape.

Juliane and her mother proceed to spend her holidays.

Understands the gist.

With her father who lives in a jungle hut to carry out his research.

Suddenly the plane plunges up and down and when she opened her eyes she finds herself all alone in the jungle. She was seriously injured and unconscious.

The teacher explains the sentence structure with suitable example.

Most (comparative degree) e.g.

1. England is richer than most other countries.
2. Rani is cleverer than any other girls in the class.
<table>
<thead>
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<th>Content Specifications (Learning outcomes)</th>
<th>Learning Activities (Experiences)</th>
<th>Evaluation (Test items)</th>
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The teacher explains the meaning, usage and pronunciation content words:

1. Ornithologist – a specialist in the study of birds.
   e.g. My uncle is an ornithologist.

2. Crash – to fall, collide.
   e.g. Air-crashes have become common now-a-days.

3. Ecologist – Scientist who studies the relation of living things and their environment.

4. Research:
   e.g. The scientist should do useful researches for mankind.

5. Rear – back, past
   e.g. Every vehicle has a rear mirror to avoid accidents.

1. Who were Juliane's parents?
   Describe what happened during the first 30 minutes of her travel.
   This is the end of everything who says this.
   e.g. Many people prefer to sit in the aisle.

7. Stewardesses
   e.g. Smart stewardesses are preferred in the air-bus.

8. Stretching
   e.g. We should stretch our hand for the needy people.

9. Chatting – to talk incessantly.
   e.g. One should not waste our precious time in chatting.

10. Visibility
   e.g. There was no visibility of any man during curfew.

11. Diminished
    e.g. As we grow older our eyesight gets diminished.

12. Turbulent
    e.g. Turbulent typhoons are likely to happen in coastal areas.

13. Terrifying
    e.g. It is a terrifying experience to see horror movies.


15. Strapped – a narrow strip of leather plastic cloth etc.
Apart from the obvious mistakes in grammar and usage this lesson plan has a major shortcoming; it does not require the students to make any effort to participate in the classroom activities. Most of the motivation questions proved hardly motivating since the majority of the students of that particular class, as observed by this researcher herself, were from rural areas, where even an aeroplane is a wonder, leave alone an air-bus. The students did not get a clear idea of the lesson they were going to learn.

The trainee gave the 'gist' of the lesson, which was a mistake, since, once the students knew what the lesson was about, they lost interest and did not concentrate. The trainee then proceeded to provide the meaning, usage and pronunciation. Most of the questions asked during the lesson were intended to test the comprehension of the students and not a single question tested their language skill. SQ% of the activity was teacher-based and the students remained passive participants, only occasionally emerging from their passivity to give a 'text-based' answer. The lesson was clearly meant to impart communicative skills to the students and was built on communicative syllabus design. But there was a vast gap between the objective
of the particular lesson as originally designed, and the methods and techniques used in the classroom to teach the lesson.

Another very significant point observed by this researcher during the practice teaching sessions in other schools related to the use of 'aids'—visual and audio. Most of the trainees use visual aids, as the schools are not equipped to operate audio or an audio-visual aids. The trainees are given strict instructions about the number of the visual aids they are supposed to use in the course of their practice teaching and the various aids that are to be used by them. Neither the students of the co-operating school nor the trainees realise the full impact of the aids to be used. To the students of the co-operating school the aids are to be admired and criticised, as they see them only during this specific period when "teachers from outside" come to their school. The trainee appears like a juggler balancing the aids to be displayed in the classroom. The trainee is so conscious of the number of aids to be displayed in the course of each class that he gives only a cursory glance to the way they are to be handled. Most of the visual aids consist of substitution tables and charts which require minimum ingenuity on the part
of the trainee while preparing them. The trainees are also asked to prepare an 'album' consisting of pictures which could be used to teach various structures. A task which should be challenging becomes a routine job when some of the trainees prepare 'albums' under the heading 'vocabulary' and paste different pictures to represent different words each starting with one letter of the alphabet. One such album which this researcher came across had a picture of an ant with the legend 'A for ant'. The trainee, in her effort to be realistic, had made the picture so tiny, a real-life-size representation of an ant, that it looked absurd. These albums do not in any way contribute to the development of communicative skills in the trainees or in the students of the co-operating schools.

The above-mentioned facts are individual and they are the result of the negligence on the part of the teacher trainees and of the Indifference shown by the members of the staff of the training colleges. The colleges, however, maintain that, before the teacher trainees are put into actual teaching situation, they should have knowledge of the foundations of education and the related fields and experience in the pedagogical aspect of education. This preparatory phase comprises
1) instruction in philosophy, psychology and curriculum planning, 2) instruction in general methods of teaching, 3) demonstration lessons and observations of the above, and 4) discussion and preparation of lesson plans.

Though (1) is theoretically completed in the colleges, (2) falls far short of the current syllabus used in schools. Besides, the demonstration lessons given by the staff of the training college to the teacher trainees bear little resemblance to the actual classroom teaching, for the students of the co-operating schools do not possess even minimum language skills. Though the lesson plans are to be thoroughly discussed, this is rarely done in the colleges. The teachers mainly concentrate on correcting any grammatical mistake the trainee might have committed and are satisfied if the trainee has filled in all the columns provided in the model lesson plan or the format.

One of the reasons for this indifference may be that any change in the teacher education programme takes place at the policy level only. There are frequent changes in the syllabus at the school level and the teacher educators are not informed of the revisions. Most of the teachers in the schools derive, the syllabus from the textbook materials provided!. When the teachers
who deal directly with the students of the schools themselves are not given the syllabus, it is not possible for the teacher educators to get it.

The school syllabus underwent a radical revision recently. The syllabus was designed with Communicative Approach to language teaching in mind. When this researcher approached the school teachers for their reaction to the new syllabus she found that though the teachers had been provided with the textbook materials they had very little idea of the syllabus. Leaving alone the teacher trainees, even the regular teachers are not given any special training to cope with the new syllabus or the new method of teaching. Therefore, it may be maintained, that, if the method proves to be a failure it may be because the trainees as well as the teachers have not been familiarised with the method and not because the method itself has some innate deficiencies.

As things stand at present, the shift of emphasis from grammatico-structural approach to Functional-Notional Approach and then to Communicative Approach has left the teachers in the lurch and the trainees suffer the same fate before they become full-fledged teachers.
When the trainees enter the college of education to be trained to become teachers there is a vast disparity in their entry behaviour. Those who have had, their education at Autonomous Colleges are definitely at an advantage as they have been used to language approach to language learning, whereas those trainees who come from affiliated colleges have learnt language mainly through literature. So, it becomes an added responsibility of the teachers of training colleges to teach the trainees language before training them to teach the language. The trainees are to be trained first in English language and usage. Concentration should be on the language skills the trainee is expected to teach. It must be borne in mind that students—whether high school students, college students or the trainees—learn more from the actual use of the language than from the instructions they are given about language. So, it is necessary for the teacher trainees to acquire good command of the language.

Another point that has to be taken into account by the teacher educators is that a thorough grounding should be given to the trainees in the various new theories and approaches that relate to the teaching of English. An analysis of the teacher education syllabus and the methods
of training the would-be teachers clearly shows that, in actual practice, more emphasis is given to the historical perspective of language teaching than to the modern changes that have taken place. This is a serious deficiency: while the trainees thoroughly analyse the merits and demerits of the earlier methods used and spend a good deal of their time on "things past", they are unaware of the task before them—understanding the approach they are to follow while teaching the pupils. The lesson plan given earlier clearly shows the lack of understanding on the part of the trainee of the Communicative Approach to language teaching.

Some of the techniques used in the teacher education colleges need reconsideration and revision. When there is a switch-over or shift from one method or approach to another there should be attendant changes in the selection of relevant techniques to be used in the methods. What is known as micro-teaching helps the trainees to attain perfection in a single technique. Micro-teaching is like a rehearsal where a minimum single unit is isolated and a single technique is followed to impart a single skill at a time for a fairly short duration of time. From this the trainees go
on to the macro-teaching; stage where several techniques are combined. The Communicative Approach prescribes new tasks for the teacher. In the traditional method, the teacher is the controller, in the new method the teacher is only the initiator; and when micro-teaching classes are organised, it becomes imperative that the trainees are equipped to take on the new role of initiator shedding the old one of controller.

A vital component is missing from the syllabus of the teacher education programme. Skill in using the material provided is only secondary while producing the material itself is more challenging and important. The trainees should be encouraged to produce language materials which will necessitate pair-work, group-work, and individual work on the part of the students. While producing the materials, the trainees will necessarily learn their use and, when they later go for practice teaching or as full-fledged teachers, they will be able to perform their duties effectively and interestingly.

The teacher education programme should be made more functional than the theoretical one that is being followed at present and should give more practice to the teacher trainees in classroom management. Classroom management deals with four important components. The first one is organising the classes. This involves
consideration of \( R \) the unit: to be taught in the class, b) the duration of time to be taken to teach that particular unit, c) the skills to be imparted, and d) the techniques to be used. The next two aspects, namely interrogating and explaining, deal with pupil participation through answering questions. The aural-oral skills are developed this way. Interrogating the students is an art by itself. The questions should be motivating and should be neither too easy nor too difficult for the students to comprehend and answer. While being questioned, the student gets training in listening and speaking skills. The trainees need special training in framing questions avoiding any kind of ambiguity. Explaining is a skill in itself, which involves not only expression of ideas and thought but also linguistic proficiency. The trainees should be given a clear idea of linguistic variations, especially socio-linguistics. The facial expressions and the gestures that accompany the words are essential for communication. They are as important as oral communication, because they not only relieve the monotony of sounds but also add clarity to communication. The fourth aspect of classroom management is introspection. Introspection involves the skill of objectivity, scientific analysis of one's own self, the ability to
evaluate one's own performance and admit and remedy the errors one has made in the course of teaching. More than any external criticism, this kind of clinical self-evaluation helps the trainee to modify his teaching and bridge the gap between expectation and performance.

If training programmes are based on these facts, the shift from one method to another and the required supplementary training will be smooth. The practice teaching classes could be arranged in January/February, after the teacher trainees have gained enough knowledge and confidence to face the challenging task of teaching.

When the trainees go for actual practice teaching they should be under constant supervision. Practice teaching is an exacting ordeal where the teacher trainee has to learn to plan his lesson, to organise the contents of his teaching in a logical and coherent manner and at a level suited to the intellectual and social maturity of his students, to relate the students to facts and experiences presented to them, to establish rapport with his students, to motivate them to acquire new knowledge and to develop the skills of communicating confidently and effectively. Practice teaching puts
the teacher trainee in an apprenticeship situation when he must be guided and helped by a team of competent and committed personnel and this will go a long way to produce real quality teachers.

The programme of supervision of practice teaching is arranged in all teacher training institutions in two stages:

1. Before actual classroom teaching begins.
2. During classroom teaching, i.e. when the teacher trainee teaches the class, teaching subjects to the students.

The first phase is supervised by the teachers of the training college and the second phase by the teachers of the respective co-operating schools. It is regrettable that most of the teachers of the co-operating schools feel that the trainees are intruders and that the practice teaching is an encroachment upon their powers as the class teachers. Their resentment is justified in so far as they have the responsibility of completing a heavy syllabus and if the students fall short of expectation in their examination, the blame has to be borne by the class teacher and not by the trainee. The class teacher of the co-operating school feels that the teacher trainee upsets the schedule and
is a distraction to the students rather than a help. As a result the supervisory work largely becomes one of criticism and fault-finding at every step, which unnerves the trainee. Unless the teachers of the co-operating schools are tolerant with the trainees and sincere to the responsibility of supervisor, the practice teaching programme will be self-defeating.

So, it may be confidently said that though teaching practice is one of the vital components in the training of prospective teachers, it is not administered in the right spirit in most cases and, consequently, the trainees never master any method or technique with which they have been familiarised theoretically before they enter the phase of practice teaching. In spite of their intrinsic merit many methods do not work out because of lack of training and proper guidance. The speed of change is such that it is simply impossible for initial training to equip the teacher once and for all for a life-time career. Hence, apart from the training the graduates get at a teacher education college, they need periodic in-service training to cope with speedy changes.

The professional education of a teacher involves three main components: learning, teaching practice and
educational theory.

Like the schoolmaster of Oliver Goldsmith, "who was kind; or if severe in aught,/the love he bore to learning was in fault," ("Deserted Village" 205-06), the teacher should be a learned person first, and hence the first requirement of a course of teacher education is to develop the teacher trainee's own learning.

Secondly, since the teacher has to encourage organised learning of certain kinds which are deemed to be important or useful to children and young people in the context of formal education, or, to put it simply, in a school, he must acquaint himself at first hand with the way that schools are organised and the ways in which pupils learn in them and in which teachers plan and encourage learning.

The third component is educational theory. A teacher trainee has to come to terms with a number of questions and problems before it can be claimed that he is professionally equipped to embark on his work in a school. He has to relate and adjust his learning to the needs and capabilities of the pupils he has to deal with. To do this he has to draw upon several areas of knowledge, especially upon the principles and methods of teaching and also upon educational psychology.
The demands now made of the teaching profession are quantitatively and qualitatively greater than they were two decades ago, just as in the case of other vocations like medicine, engineering or architecture. This, in turn, makes the task of teacher education more complex, as well as challenging and ultimately more rewarding when implemented properly.
NOTES

See Appendix 2.

2

The sample lesson plan has been reproduced as prepared by the teacher trainee. The errors in it have been neither corrected not* pointed out.

See Appendix 2.

3

4 Of the 100 teacher trainees questioned, the percentage of those familiar with the several methods of/approaches to ELT varied considerably as shown below;

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar-Translation Method</td>
<td>9556</td>
</tr>
<tr>
<td>Direct Method</td>
<td>80%</td>
</tr>
<tr>
<td>Structural Approach</td>
<td>39%</td>
</tr>
<tr>
<td>Situational Approach</td>
<td>80%</td>
</tr>
<tr>
<td>Communicative Approach</td>
<td>60%</td>
</tr>
</tbody>
</table>

* See note 4 above.